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ABSTRACT

Training in communication skills is necessary at all educational levels, and more widespread implementation of such preparation is especially needed within vocational training curricula. Community college programs are particularly strengthened by greater stress on all types of communication skills--writing, public speaking, reading, listening, and mass media literacy--since community colleges frequently offer occupational training within the atmosphere of rigor traditionally associated with colleges. In communication arts classrooms of community colleges, daily life experiences from real jobs must be integrated into the curricula to bridge the gap between schools and work. (The syllabi of eight college courses in business communication skills are included in this report). (CH)

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Jan Sprague
Waubonsee Community College
CSSA--April 7, 1973

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COMMUNICATION AND CAREER SPECIALIZATION: COMMUNICATION COURSES IN COMMUNITY COLLEGE PROGRAMS

Panel Introduction: MEETING THE COMMUNICATION NEEDS OF OUR VO-TECH STUDENTS

Former U. S. Commissioner of Education, Sidney Marland, issues a challenge to educators which should direct all of our teaching:

> . . . life and how to live it is the primary vocation of all of us. And the ultimate test of our educational process, on any level, is how close it comes to preparing our people to be alive and active with their hearts and minds, and, for many, with their hands as well.[1]

Here is recognition, at least on the national level, that Career Education must provide the student with more than a marketable skill. Further elaboration and more specific goals are provided by Dean Robert Weigman, of the College of Education at Florida Atlantic University.

> Most vocational educators see their task as being broader than supplying salable skills: they want their students to be well prepared for the society in which they will live as well as for the factory in which they will work.[2]

> Flexibility; adaptability; critical thinking; discrimination between fact and opinion; solving problems logically; developing a system of values; recognizing the need for continuing education; and seeing the need to become participating members of society--these are what students need as they enter the employment world.[3]

What Dr. Marland and Dr. Weigman seek is obvious--education which allows individuals to communicate effectively in their total environment; graduates who can read, write, speak, and

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listen outside of the school classroom; and people who can make decisions with personal, social, and economic consequences. As community college instructors charged with the primary goal of providing educational service to area residents, I ask us: What needs are more important or problems more critical for any person, group, or community than those of effective communication?

Before examining community college offerings in communication areas, another question deserves consideration. Doesn't the public school system, grades K-12, teach these same skills? And, if so, why isn't the community college limited to advanced job skill training? I have heard this question, intended not as a question but as criticism, from an Illinois vocational high school administrator. And, I air his opinion with the intention of providing refutation. Oral and written communication skills may have been the focus of lesson plans, but, according to my vo-tech students, what they have learned is summarized in these four generalizations.

1. A grammar is not a description of the way native speakers use their language; it is a rigid set of rules scrawled in red across student efforts at self-expression (called themes and essay questions). Grammar rules appear also as "trick" questions on tests.

2. Public speaking is a frightening experience in sophomore English. Talking in front of people is difficult enough, but when the topic doesn't interest you, it's a waste of time.

3. Reading is important. I don't read fast enough, but if something is important to me, I'll take the time.

4. Listening can't be learned. You pay attention, or you don't.

While they may sound like exagerations, these comments and others come every semester as another group of vo-tech community college students prepares to take the required communication course for degree certification. Judging by past experience, they believe this course will have very little, if anything, to do with their "real" worlds. Consequently, most students put off taking the course until the last possible semester.

These reactions are not difficult to explain, considering that most students are "put-down" by our educational system for their attempts to communicate. I would like to share the explanation offered by Noel McInnis, of the Center for Curriculum Design in Evanston, Illinois, because it parallels the educational experiences my vo-tech students describe.

> One of the greatest challenges faced by teachers of college freshmen and sophomores is the large number of these students who feel that they are inadequate human beings. It is not difficult to understand why so many of our students feel this way, when you stop to realize that they have been taught to feel exactly so for twelve long years.
>
> The tragedy of American education is that even our best students usually receive an essentially remedial education. In most U. S. classrooms, at whatever level of schooling, the student is perceived to be in a state of ignorance which must be remedied. By exposing young people in our society to a mandatory twelve years of being thus perceived, we assure the creation of an inferior citizenry. For whatever else our young people learn in this system, they tend to learn to perceive themselves as inferior.
>
> Put yourself in the college freshman's shoes: "For twelve years you have gone to school to be told what you do wrong! Your grades were determined by your errors. A low grade resulted whenever your errors were abundant. A high grade resulted from a notable lack of error. After twelve years in a system which has assumed your ignorance and emphasized your errors, you now probably

> feel quite inferior. By essentially assuming your incompetence for twelve years, the educational system has gone a long way toward assuring your incompetence, because you have formed your self-image from those images of your self which have been most persistently communicated to you by the systems in which you operate. Twelve years in a system of negative reinforcement has tended to make you a master of the art of feeling inferior."[4]

The humanitarian pursuits of appreciation, enjoyment, self-examination, and personal growth get lost somewhere. Is it any wonder our students don't find them?

The problem is our approach. Communication skills are dealt with as if they are separate from daily life experience. Consequently, one primary concern needs to be the removal of the artificial barrier between the communication training in the schools and the communication experiences in the "real" world. Now that I have indicated personal attitudes about the role of communication courses in career education, let me do as my paper title indicates--rationalize and approach a basic oral communication course.

FOUNDATIONS OF COMMUNICATION: RATIONALE AND APPROACH TO A ONE-SEMESTER VO-TECH COMMUNICATION COURSE

Meeting during the Summer 1972 SCA Convention "Job Talk: Speech Communication and Career Education," community college instructors across the nation who are currently teaching communication courses in vocational-technological programs addressed the question of course objectives and specific skills to include in a career communication course. The conclusion reached by the group of community college instruc-

tors present is that:

> many speech communication skills transcend particular career boundaries and that the ideal primary objective of the speech communication program should be to develop functioning sensitive communicators rather than that of tailoring classes to specific needs of specific career areas. . . . those universal communication concepts should precede and furnish a basis for instruction that would deal with the communication needs of specific career areas.[5]

Concurrent with the SCA Summer Conference, the required career communication course at Waubonsee Community College was being redesigned. Two assumptions, sharing the sentiments voiced at the national convention, directed the revision of this course.

1. The course would not be approached as a remedial reading, writing, or speech course.
2. The course would not be limited to job-related communication skills but would survey the wide range of human communication behavior.

The real question in our minds was whether we could design <u>one</u> course to meet the diverse backgrounds and wide range of occupational goals of our students. Waubonsee currently offers twenty (20) occupational programs, including: Police Science, Nursing, Secretarial Science, Data Processing, Automotive Service Technology, Automotive Body Repair, Real Estate, Electronics Technology, Diesel Engine Service Technology, and others I am neglecting to mention. The age and experience of students is another factor. Individuals enrolled in these programs range in age from 17 into the 60's. Conceivably, some students in a class are seeking entry to a career field, others are seeking advancement within that field, and another

group seeking re-entry to the field after a period of absence. Adding to the "confusion quotient" was the concern of Humanities and Communication Instructors asking:

> Are there unique communication competencies needed by individuals in each occupational area, thereby requiring separate courses; or are there common communication experiences and needs of all these individuals which merit inclusion in a common course required for vocational-technical certification?

We decided on the common basic course for the first semester, with a number of more specialized options for the second semester, i.e., Technical Report Writing, Business Letter Writing, Communication for Supervisors, etc.

Course Objectives. In each of the course units, five general objectives governed the choice of content, classroom exercises and simulations, student assignments, and means of evaluation.

1. to increase awareness of the complex nature of the communication process
2. to achieve understanding of the theoretical explanations of communication behavior
3. to investigate the inseparability of communication from other acts of personal, social, or economic behavior
4. to experience participation in a variety of communication situations
5. to critically appraise the communication behavior of oneself and others

These general goals were then superimposed on four course units: The Human Communication Process, Communication in Advertising, Communication via Print Media, and Communication via Electronic Media.

I. THE HUMAN COMMUNICATION PROCESS

Surveying levels of communication and codes of expression, the first course unit is designed as a conscious raising unit.

A. Intrapersonal Communication

Theories of selective perception, cognition, and verbal and nonverbal symbolization are covered to help the student gain awareness that through communication, he defines and modifies his self-concept and adapts to his social and career environment. Classroom experiences include: simulation of a perceptually chaotic environment, challenges to strongly held beliefs, and comparison of the individual referents of and emotional responses to commonly used words.

B. Interpersonal Communication

The Interpersonal Communication Unit combines group communication theory with classroom simulations to study the group as a problem solving, bargaining, and social unit. Students further evaluate the task and social behaviors which must be performed by individual group members, regardless of the group goal, by analysing both class-created groups and one out-of-class group in which they are currently active participants.

C. Speaker-Audience Public Communication

The importance of defining and limiting purpose,

assessing the knowledge levels and interests of the audience, providing visual aids, and organizing a speech presentation is emphasized as the student prepares to train the class to do part of his job. (Assignment Idea Credit: Dr. Kathleen Galvin, Evanston Township High School and Northwestern University)

D. Mass Public Communication

The differences in messages used in face-to-face communication and in "mediated" communication are generally considered prior to study of specific media. Content includes the powers and responsibilities of "gatekeepers," the role of receivers, and the different grammars or media languages.

II. COMMUNICATION IN ADVERTISING

The "means of persuasion" employed by advertisers are identified and compared, using samples from magazines, newspapers, radio, and television. The role of advertising in financing these media is also discussed.

III. COMMUNICATION VIA PRINT MEDIA

A. Periodical Press

The print media unit includes a formal written analysis of a trade journal related to the student's occupational field and comparison with a popular magazine in the areas of content, regular features, editorial bias, audience sought, and advertising.

B. Newspaper

The format, news function, editorial policies, and entertainment and special features of the newspaper are studied by comparison of local and metropolitan daily editions.

C. Novel

Literature, in the form of a contemporary novel, is analysed by a structural approach to encourage the student to follow a variety of cues in interpreting the author's message about the human condition.

IV. COMMUNICATION VIA ELECTRONIC MEDIA

A. Radio

B. Television

C. Film

Evaluation of radio, television, and film media includes: message structure, content, federal and voluntary regulation, and considerations of censorship and freedom of speech. Standards of criticism are formulated and applied to broadcasts (historic and current) and films (10 minute short films - feature length) aired in class.

The general survey nature of the course acquaints the career-oriented student with the complex and changing environment in which he functions, and the specific assignments and experiences develop skills which will enhance his performance, productivity, and satisfaction.

Student Reactions. The course has been taught, receiving generally enthusiastic responses from students. Claims ranging from, "But, this isn't English!" to "Finally a course that teaches what I'm living with." convince us that we are moving in the right direction. Even the criticisms seem positive and indicate student involvement. The majority call for more time, material, and assignments in favorite units--particularly group communication. Many students then take elective courses in group communication and mass communication.

Career Education is here to stay. Sidney Marland, reporting a Department of Labor prediction, indicated that "in the near future 80 percent of all jobs will be within the range of the high school diploma."[6] I would like to add my own qualifier. Eighty percent of the jobs may soon be within the reach of the individual with the high school diploma, if he follows some program of specialized training not currently offered in most high schools. What then is the role of the communication teacher in the occupational programs? It must be to work with the individual's communication abilities in adapting to an ever-changing personal, social, and economic environment.

References

[1]Sidney P. Marland, Jr., "Career Education, Now," National Association of Secondary School Principal's Bulletin, LV (May, 1971), 7.

[2]Robert Weigman, General Education in Occupational Programs Offered by Junior Colleges (Washington, D. C.: American Association of Community-Junior Colleges, 1969), 7.

[3]Ibid., 18.

[4]Noel McInnis, "The Twelve Year Put-Down," in Gail E. Myers and Michele Tolela Myers, The Dynamics of Human Communication: A Laboratory Approach (New York: McGraw-Hill Book Company, 1973), p. 107.

[5]John Muchmore, "Instructional Planning: Community Colleges," Career Communication: Directions for the Seventies, Proceedings of the Speech Communication Association Summer Conference VIII (New York: Speech Communication Association, 1972), 71.

[6]Sidney P. Marland, Jr., "Career Education--More Than a Name," Speech delivered to the annual meeting of the State Directors of Vocational Education, Skyline Inn, Washington, D. C., Tuesday, May 4, 1971, 9:00 a.m.

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COMMUNITY COLLEGE COMMUNICATION COURSES DESIGNED FOR VO-TECH DEGREE PROGRAMS

English 151 Foundations of Communication

Jan Sprague & Carol Schrepfer
Waubonsee Community College

English 153 Technical Report Writing

Jim Kolsky
Waubonsee Community College

English 153 Technical Report Writing

Larry Seits
Waubonsee Community College

English 111 Technical Reporting

Jim Barber
Sauk Valley College

20-90-101 Technical Communications

Don Haggerty
Highland Community College

English 111 Technical Reporting (Law Enforcement)

Jim Barber
Sauk Valley College

English 152 Business Letter Writing

Larry Seits
Waubonsee Community College

Group Dynamics--In Process (Hospital Personnel)

Adelaide Fritz, John Sagmoe, & Jim Barber
Sauk Valley College

MEETING THE COMMUNICATION NEEDS OF THE VO-TECH STUDENT

CSSA, April 7, 1973

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FOUNDATIONS OF COMMUNICATION--Course Assumptions

1. The course will not be approached as a remedial reading, writing, or speech course.

2. The course will not be limited to job-related communication skills but will survey the wide range of human communication behavior.

GENERAL COURSE OBJECTIVES

1. to increase awareness of the complex nature of the communication process

2. to achieve understanding of the theoretical explanations of communication behavior

3. to investigate (what we termed) the "inseparability of communication" from other acts of personal, social, or economic behavior

4. to experience participation in a variety of communication situations

5. to critically appraise the communication behavior of oneself and others

COURSE CONTENT UNITS

I. THE HUMAN COMMUNICATION PROCESS

Surveying levels of communication and codes of expression, the first course unit is designed as a conscious raising unit.

A. Intrapersonal Communication

Theories of selective perception, cognition, and verbal and nonverbal symbolization are covered to help the student gain awareness that through communication, he defines and modifies his self-concept and adapts to his social and career environment. Classroom experiences include: simulation of a perceptually chaotic environment, challenges to strongly held beliefs, and comparison of the individual referents of and emotional responses to commonly used words.

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C. Speaker-Audience Public Communication

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D. Mass Public Communication

The differences in messages used in face-to-face communication and in "mediated" communication are generally considered prior to study of specific media. Content includes the powers and responsibilities of "gatekeepers," the role of message receivers, and the different grammars or media languages.

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English 153 Mr. Kolsky

TECHNICAL REPORT WRITING

TEXT: TECHNICAL WRITING Gordon H. Mills and John A. Walter

Your grade will be based on the technical papers you write, the research paper, and your discussion in class. Your final (exam) technical paper will count twice, your research paper three times, and your short technical papers ten times. At the conclusion of the course I will drop your 3 lowest short-paper grades. (NOTE: For those of you who may need to review "grammatical" matter, the Individualized Communications Laboratory will be available.)

Week 1 ORIENTATION

Week 2 SEEKING EMPLOYMENT

We will see a series of movies emphasizing you and the job.

Week 3 APPROACHING AN EMPLOYER

TW 361-368

Write for evaluation #2 under "Suggestions for Writing" in TW, p.368.

Week 4 THE RESEARCH PAPER

TW 423-458

Any topic from the list on p. 456 is an acceptable research topic or any that you discuss with us.

Included in this week's work will be an one-hour orientation to the library and its function in the research process.

Week 5 WHAT IS TECHNICAL WRITING?

TW 1-17

This week you will write a technical paper in class, the subject of which I will announce at that time.

Week 6 TECHNICAL STYLE

TW 19-53

Due next week is a peper explaining in a technical style some aspect of your interest in technology.

Week 7 RULES, RULES, AND MORE RULES

TW 53-75

We will use the exercises on pp. 70-75 as the basis of our discussion of the principles explained on 53-70.

Week (Mid-term) OUTLINES AND ABSTRACTS

TW 76-100

Submit both an outline and abstract of a magazine article you have read recently.

ALSO: I would like to know this week the thesis of your research project.

Week 9 TRANSITIONS, INTRODUCTION, AND CONCLUSIONS

TW 245-275

Week 10 DEFINITION

TW 101-116

Submit "Suggestions for Writing" #2 and #5, p. 116.

Week 11 DESCRIPTION

TW 117-146

Submit a descriptive paper based on any of the suggestions found on pp. 145-146.

ALSO: submit a workinb bibliography (preferably on note cards) for your research paper.

Week 12 PROCESS

TW 147-176

Submit a process paper based on any of the suggestions found on pp. 175-176

Week 13 CLASSIFICATION AND PARTITION

TW 177-196

Submit for discussion ?Writing Suggestion" #2, p. 196

Week 14 INTERPRETATION

TW 197-243

Submit for discussion the interpretation essay you have written based on the "Suggestions for Writing," pp. 242-243

Week 15 THE PROGRESS REPORT

TW 277-288

(NOTE: see exercise #4, p. 368, since you will be writing this letter, you may wish to make some notes on your research paper.)

REMEMBER: RESEARCH PAPERS ARE DUE THIS WEEK

Week 16 THE BUSINESS LETTER

TW 346-368

We will discuss "Suggestions for Writing" #4 in class.

FINAL EXAMINATION

COURSE: English 153.01 Spring, 1973

INSTRUCTOR: Laurence Seits
OFFICE: Room C-222 (Lloyd Haynes, watch out!)
HOURS: MWF 9-10 a.m., 11-12; T & TH, 12:15-1 o'clock; or by appointment.

TEXTS: Technical Writing by Mills and Walter. (TW)
a standard collegiate dictionary (may be used on all exams)

Jan. 29	Orientation.
Jan. 31	Business Letters. Read TW, Chapter 18.
Feb. 2	Job Application Letter. Turn in five questions.
Feb. 5	Job Interviewing, Films, Turn in job application letter.
Feb. 7	Your Job, Films.
Feb. 9	Business Letters.
Feb. 14	Business Letters.
Feb. 16	Business Letters.
Feb. 19	Origins of Language and History of English.
Feb. 21	Social Animal, Film.
Feb. 23	History of Writing and Alphabets.
Feb. 26	Dictionaries. God isn't dead; he just can't find a parking spot.
Feb. 28	Grammar: History and Uses.
March 2	Transitions. Read TW, Chapter 10.
March 5	Punctuation. Turn in OED words.
March 7	Levels of Diction.
March 9	Sentences. Lake Erie died for your sins.
March 12	Mechanics of Grammar I.
March 14	Mechanics of Grammar II.
March 16	Open.
March 19	Mid-term exam.
March 21	Introduction to Skepticism.
March 23	Logic and Logical Pitfalls.
March 26	High School/College Folklore.
March 28	Folklore, cont.
March 30	Open. Caesar had a lot of Gaul.
April 2	Introduction to Business Reports. Read TW, Chapter 12.
April 4	Overall Reports. Read TW, Chapter 11.
April 6	Overall Reports. Don't write on the walls; use a typewriter.
April 9	Ways to Report, TW, Chapter 5.
April 11	Ways to Report, TW, Chapter 6.
April 13	Ways to Report, TW, Chapter 7.
April 16	Ways to Report, TW, Chapter 8.
April 18	Ways to Report, TW, Chapter 9.
April 30	Progress Report, TW, Chapter 13.
May 2	In-class report. A karate chop should not necessarily be broiled.
May 4	Recommendation Report, TW, Chapter 14.
May 7	Class Discussion. Turn in Recommendation report.
May 9	Proposals, TW, Chapter 15.
May 11	In-class report.
May 14	Class Discussion.
May 16	Description Report--in class writing.
May 18	Process Description.
May 21	Discussion. Turn in process description report.
May 23	Discussion.

Finals Begin.

All grades are numerical and based on the following point system. Any outside prepared work may be redone but must be turned in before May 24. Late papers will be penalized 10 points for each class period.

Grading System: A -- 901 points
B -- 801 points
C -- 701 points
D -- 601 points
F -- 600 or fewer points

Value of Work:

1. Final exam -- 100 points
2. Mid-term exam -- 50 points
3. Weekly cards @ 1 point -- 15 points*
4. 5 Reports @ 100 points -- 500 points
5. 6 Letters @ 30 points -- 180 points
6. Special assignments @ 15 points -- 90 points
7. 4 Quizzes @ 5 points -- 20 points
8. Attendances @ 1 point -- 45 points

Total: 1000 points

*Weekly cards will not be graded. Cards, which will be on 5 x 8 index cards, or any suitable paper of that size, may be written on any subject. The card is merely to be filled with words. Some cards may be read in class, but authors will not be mentioned. The purpose of weekly cards is primarily to provide students and teacher an additional channel of communication. In past classes, I have found that some of the best student writing and ideas occurred on these cards. Cards are to be turned in one per week.

Unit of Skepticism.

Outside Reading:
1. Hoaxes by Curtis D. MacDougall (required reading)
2. The Natural History of Nonsense by Bergen Evans (optional)
3. Fads and Fallacies by Martin Gardner (optional)

Written Assignments in Skepticism Unit:

March 26 Using the Library's back issues of Newsweek, Time, or microfilms of the New York Times:
1. Cite a "news" item which factually reports on one of the hoaxes from MacDougall.
2. Cite a "news" item which factually reports on what you suspect may be a hoax or false folklore (e.g., the "monster" in southern Illinois in late summer, 1972.)

March 30 Write a narrative "story" about an event or occurrence which you have personally heard which is (or probably is) folklore. Include the source, date of hearing, and situation.

April 2 Invent a harmless college oriented prank or hoax which you think might work. Explain how it would fool the victim(s) thru MacDougall's methods of analysis. (Hint: Ding Dongs might merely read MacDougall's chapter titles and successfully hoax me!)

In 1960 I told Dick Nixon he didn't need to shave; now look where I am.

SAUK VALLEY COLLEGE

GENERAL COURSE OUTLINE

English 111 - Technical Reporting

Prepared by James Barber

I. Description of Course

A. Provides information on principles of oral and written communication specifically applied to technical fields. Assignments are designed to develop skill and practice in the use of these principles. Resource information is provided for future reference to meet individual needs.

B. Three (3) lecture hours per week for three (3) hours credit.

C. Prerequisites

English 100 or English 101

II. General Objectives of Course

The student is able to:

A. Demonstrate knowledge of the principles of oral and written communication in technical fields by indentifying the component parts of various reports and by analyzing features of style, language and logic used in these reports.

B. Write technical letters and reports and present oral reports using form, logic, and style appropriate for the situation.

C. Identify sources of information for report formats for future reference.

III. Topical Outline

A. Introduction to Technical Composition

1. Analysis
2. Definition
3. Narration
4. Exposition

B. Communication Skills Employed in Job Acquisition

1. Job Application Letter
2. Personal Data Sheet
3. Employment Interview
4. Personal and Telephone Etiquette

C. Business Letters

1. General Concepts

a. Planning the letter-format
b. Proofreading
c. Style
d. Tone
e. Attitude

2. Letters of Adjustment
3. Letters of Refusal
4. Letters of Collection

D. Problem Solving

1. Individual

a. Basic Problem Solving Techniques
b. Decision Making-Theory
c. Reasoning and Logic

1. Deductive (Syllogistic Logic)
2. Inductive Reasoning
3. Evaluating Logical Fallacies

2. Serving on a Problem Solving Committee

a. Group Functioning
b. Leadership

E. Data Collection

1. Interviews
2. Professional Meetings
3. Library Resources

a. Reading and note taking
b. Outlining techniques

F. Informal Written Reports

1. Memorandum
2. Progress Reports
3. Specialized Reports

a. Expense vouchers
b. Travel records
c. Requisitions

G. The Formal Technical Report

1. Purpose and Content
2. Basic Format

a. Title page
b. Letter of transmittal
c. Table of contents
d. Introduction
e. Summary (abstract)
f. Body
g. Conclusions
h. Recommendations
i. Appendix
j. Bibliography

H. Oral Reporting

1. Techniques of Public Speaking
2. Preparation and Organization of Oral Reports
3. Physical Behavior while Speaking
4. Types of Oral Reports

a. Introductions
b. Informative speeches
c. Persuasive speeches
d. Presiding at a Meeting

IV. Textbook and Materials

A. Thomas and Howard, Contact, A Textbook In Applied Communications, Prentice-Hall Inc. 1970

B. Direct library research in individual vocational field

V. Methods of Presentation

This course is primarily lecture-discussion with individual participation through written and oral presentations by each student.

VI. Methods of Evaluation

A. General Criteria

Students are evaluated on their ability to compose several types of business letters, informal and formal reports, and to prepare and deliver oral presentations. There will be a mid-term test and a final examination.

B. Specific Weighting of Assignments (Percentage of grade)

1.	Six individual business letters	15%
2.	Three informal reports	10%
3.	Two oral presentations	15%
4.	One formal report	25%
5.	Classroom quizzes	10%
6.	Mid term	15%
7.	Final Exam (take home)	10%
		100%

COURSE DESCRIPTION: 20-90-101 TECH COMMUNICATIONS

This course is designed to develop the communication behaviors necessary in technical areas. Useful theories and practices of message design-transmission and of message reception-interpretation is both oral-visual and written channels are discussed.

GENERAL OBJECTIVES:

I. Can the student state and explain significant principles of communication theory?

II. Can the student make descriptive and prescriptive statements concerning his communication behaviors and the communication behaviors of others?

III. In the class-lab and on the job, does the student design-transmit and receive-interpret messages which effectively achieve his personal and vocational communication goals?

RESOURCES FOR ACHIEVING OBJECTIVES:

The course participants as they think, feel, and act individually and together.
Vocational resource personnel.
The text and other readings from their vocational areas.
Relevant films and tapes.
Class-created audio and visual tapes for observation and analysis.
Oral-visual and written projects and tests.

SUGGESTIONS TO PARTICIPANTS FOR ACHIEVING OBJECTIVES:

1. Accept the responsibility for learning and relating this course to your personal and vocational realities.
2. Ask questions until you receive satisfactory answers.
3. Risk your observations, insights, feelings, and behaviors with us.
4. Desire and use our feedback to your insights, feelings, and behaviors.
5. Discuss the text, readings, tapes, and happenings with us.
6. Be aware of human communication needs which we all have. Attempt to meet those needs.
7. As a course project, keep a notebook of your observations, feelings, and insights.
8. Attend all regular and special class sessions.
9. Be sensitive to communication attempts around us.
10. Get really involved in learning about yourself, others, and communication.

GENERAL INFORMATION:

The class will meet for fifty minutes twice a week and for one hundred minutes once a week.

Members may be asked to attend special sessions for films, speakers, or for observing communication situations.

Each session will include lecture and discussion of communication theories as well as simulations and activities to facilitate the internalization and application of these theories. It is important the participants feel and apply concepts as well as understanding them.

The course will be directly related to specific vocational situations as well as attempts of general human interaction.

The following units are described in the form of potential questions designed to elicit individual responses.

DESCRIPTION OF UNITS:

UNIT I - INTRODUCTION TO COMMUNICATION
What is communication?
What variables are involved in communication?
For what goals do people use communication?
What typical barriers to communication exist?
How does communication differ when you communicate with various others?

UNIT II - HOW DO WE KNOW ABOUT OURSELVES, OTHERS, AND THE WORLD OUT THERE?
Where do things happen <u>for you</u>?
How do you see that world outside your skin?
Do we see with our ears? Smell with our eyes? Know with our past experiences?
Why don't we all see the same thing in the same way?
Can we observe a cut and the whole patient at the same time?
Who is really object in her judgments?
What problems of perception have you observed?
What can be done to improve our experiencing that world out there?

UNIT III - WITH WHAT SYMBOLS DO WE SEND AND RECEIVE MESSAGES?
How do we interpret these symbols?
Does dress, color, time, and body language communicate?
What behaviors do not communicate? Silence??
Is all symbolization intentional?
What do words mean?
Would you fight for a symbol or the real thing it represents?

How can we separate denotation from conotation?
What problems of communication with symbols have you observed?
What can be done to improve our symbolic communication?

UNIT IV - HOW DO OUR PSYCHOLOGICAL ORIENTATIONS TO OURSELVES, OTHERS, OUR PROFESSION, AND THE WORLD EFFECT OUR COMMUNICATIONS?
What happens when people attempt communication?
Whose fault is it when communication fails?
What is it that we communicate? Content? Intent?
How has communication influenced our personalities?
What theories of interpersonal orientations may be useful to nurses?
Do we "train" patients to react to us? How?
Are most relationships merely useful encounters?
Are we always "acting" for the benefit of the "audience?"
To what extent do we use communication to include, control, and love others?
Are most human actions merely reactions to other reactions, etc.?
What communication problems have you observed that have to be furthered by interpersonal orientations?
How could reorientation aid effective communication?

UNIT V - WITHIN AN ORGANIZATION, ARE THERE CHANNELS IN WHICH WE SEND MESSAGES?
What channels exist in your family, club, school?
Are there different channels for different types of messages?
Do we withhold information? Why? When?
What information is sent upward? Downward? Horizontally?
Which is more efficient? One-way or Two-way channels?
Which is more effective? One-way or Two-way channels?
How honest can you be: with yourself? patients? supervisors?
How necessary are forms, reports, etc. to communication?
What problems of communicating in channels have you observed?
What can be done to increase effectiveness and keep efficiency?

UNIT VI - WHAT ARE SOME PROBLEMS WITH THINKING?
Do we learn thinking patters and processes?
How do we know what we observe really is?
What is a statement of fact? of policy? of value? So what?
How do we draw conclusions? Make decisions?
What generalizations get people into trouble?
Why should we guess?
What assumptions create poor conclusions?
What problems of thinking have you observed?
What can be done to improve our thinking processes?

UNIT VII - HOW DO WE THINK ABOUT PROBLEMS?
What is a problem? What is a task?
How do we know when problems exist? Do we create problems inside our heads?
Which problems do we spend time thinking about?

How can we get out of the problem-solution business?
How do we judge our decisions?
What problems in problem-solving have you observed?
How can we better solve problems?

UNIT VIII - HOW CAN WE COMMUNICATE MORE EFFECTIVELY?
What communication problems still exist for you?
What have you done to resolve them? Why didn't those methods work?
What problems have other nurses had? Will you have them in the future?
What can be done?

ENGLISH III
Technical Reporting (Law Enforcement)
Class Syllabus

COURSE DESCRIPTION

Provides information on principles of oral and written communication, specifically applied to technical fields. Assignments are designed to develop skill and practice in the use of these principles. Resource information is provided for future references to meet individual needs.

Required Text & Supplies

1. Package of Material

2. Handbook of Criminal Investigation
   by Weston and Well Prentice-Hall

3. One 1 1/2" ring binder with index

Grading System		Points
2-21-73	Police Report Form & Notebooks	150
3-14-73	Crime Report	150
4-4-73	Crime Report	150
5-2-73	Crime Report	150
5-23-73	Glossary of legal terms for Illinois	400
		1000

Points	Grade
1000 to 900	A
899 to 800	B
799 to 700	C
699 to 560	D
599 & below	F

2-21-73 - Police Report Form & Notebook Assignment

A. PRF: Each class member will individually construct his own "ideal" police report form.
   1. use an 8 1/2" x 11" plain sheet of paper
   2. when you have the form you want make eight photo copies
   3. the nine forms will go into the notebook

B. Notebook: each class member will buy a packet of materials in the bookstore and assemble these materials in a 1 1'2" binder. The notebook will contain a table of contents, all the materials in the packet, your nine police report forms, and sectioned off into topics by tab dividers.

C. Additional information on both of the above will be given in class.

INSTRUCTORS BACKGROUND

I. EDUCATION

A. Elementary school, Fairplain School District, Benton Harbor, Michigan

B. High School, Benton Harbor High School, Benton Harbor Michigan

C. College, Grand Valley State College, Allendale, Michigan, BS Degree in Social Science, majors in psychology and sociology

D. Graduate School, School of Criminal Justice, Michigan State University, area of interest: Criminal Justice Education

II. LAW ENFORCEMENT EXPERIENCE

A. Police Patrolman, Grand Valley State College, (Ottawa County Deputy Sheriff) beginning August 13, 1969.

B. Graduate of Grand Rapids Police Academy, Grand Rapids, Michigan.

C. Certification as police officer by the Michigan Law Enforcement Officers Training Council

D. Police Patrolman, the City of East Lansing, East Lansing, Michigan, beginning December 14, 1970.

E. Law Enforcement Coordinator, Instructor, Sauk Valley College, beginning September 8, 1972.

COURSE: English 152.01 Spring, 1973
INSTRUCTOR: Laurence Seits
OFFICE: Room C-222 (Lloyd Haynes, watch out!)
HOURS: MWF, 9-10 a.m.; 11-12; T & TH, 12:15-1 o'clock; or by appointment

TEXTS: College English and Communication by Stewart (CEC)
a standard collegiate dictionary (may be used on all exams)

Feb. 1	Orientation; Origins of Language and History of English.
Feb. 8	Films: Job Interviewing & Your Job. CEC: Section 48, 56, and Chapter 11. Turn in five questions.
Feb. 15	History of Writing and Alphabets; History of Grammar CEC: Section 7.
Feb. 22	Film: The Social Animal. Words, Words, Words. CEC: Section 3 & 4.
March 1	Dictionaries; Introduction to Communications.
March 8	Transitions. CEC: Sections 28-30. Punctuation. CEC: Sections 22, 27. Turn in OED words.
March 15	CEC: Sections 31-33. Mid-term exam.
March 22	Mechanics of Grammar. CEC: Sections 7-21.
March 29	Intro to Business Letters. CEC: Sections 34-36. Orders and Remittances. CEC: Section 37.
April 5	Inquiries and Answers. CEC: Section 38. Claim and Adjustments. CEC: Section 39, 41.
April 12	Credit and Collection. CEC: Section 40. Sales by letter. CEC: Section 42.
April 19	Application Letters CEC: Section 55. Human Relations (not THAT kind, you idiot!). CEC: Sections 43-44.
May 3	Introduction to Skepticism. Logic and Logical Pitfalls.
May 10	High School/College Folklore.
May 17	Business Reports, CEC: Section 45.
May 24	Business Reports, CEC: Sections 46-47. Written Report Due.
Final	

All grades are numerical and based on the following point system. Any outside prepared work may be redone; but must be turned in before May 24. Late papers will be penalized for each class period.

Grading System: A -- 901 points
B -- 801 points
C -- 701 points
D -- 601 points
F -- 600 or fewer points

Value of Work:

1. Final Exam -- 100 points
2. Mid-Term Exam -- 50 points
3. Class Minutes @ 10 points -- 160 points
4. "Letters" (30) @ 10 points -- 300 points
5. Attendances -- 30 points
6. Special Assignments -- 300 points
7. Business Report -- 25 points
8. 7 Quizzes @ 5 points -- 35 points

TOTAL POINTS: 1000

COURSE OUTLINE:

I. Getting and holding a job. (2 weeks)
II. Historical Background of Language (1 week)
III. Hoaxes and Skepticism (3 weeks)
IV. General Techniques of Writing (4 weeks)
V. Letters (4 weeks)
VI. Reports (1 week)

Class Minutes Reports are to be turned in each Thursday by half of the class members; each Tuesday by the second half of the class members (as assigned by instructor).

Unit on Skepticism:

Outside Reading:

1. Hoaxes by Curtis D. MacDougall (required reading)
2. The Natural History of Nonsense by Bergen Evans (optional)
3. Fads and Fallacies by Martin Gardner (optional)

Written Assignments in Skepticism Unit:

May 10: Write a narrative "story" about an event or occurrence which you have personally heard which is (or probably is) folklore. Include the source, date of hearing, and situation.

May 15: Using the Library's back issues of Newsweek, Time, or the microfilms of the New York Times:
1. Cite a "news" item which factually reports on one of the "hoaxes" from MacDougall.
2. Cite a "news" item which factually reports on what you suspect may be a hoax or false folklore (E.g., the "monster" in southern Illinois in late summer, 1972.)

May 17: Invent a harmless college oriented prank or hoax which you think might work. Explain how it would fool the victim(s) thru MacDougall's methods of analysis. (Hint: Ding Dongs might merely read MacDougall's chapter titles and successfully hoax me!)

In 1960 I told Dick Nixon he didn't need to shave; now look where I am.

Fall Semester

TITLE: Group Dynamics - In Process
- Hospital Personnel

TIME: Tuesday - 7:30-9:30 p.m.

ROOM: 3E12

INSTRUCTORS: Adelaide Fritz
John Sagmoe
Jim Barber

COURSE OUTLINE

Session I - September 12

Introduction to Groups

Background and Application

Session II - September 19

The Group in Process

What to Observe in a Group
Decision-Making

Session III - September 26

The Individual in the Group

The Self and the Self-Concept
Attitudes, Perceptions and Values

Session IV - October 3

Communication - Patterns, Flow, Breakdowns

Verbal and Non Verbal
Clues and Cues

Session V - October 10

Leadership

Responsibilities of Leaders and Participants

Session VI - October 17

Diagnosing Group Problems

Location and Resolution of Issues

Session VII - October 24

Dimensions of Group Cooperation

Goal Definition and Teamwork

Session VIII - October 31

Human Relations and the Helping Professions

Session IX - November 7

Personal Application of Group Dynamics

Pragmatic Application of Principles and Process

Session X - November 14

A Look to the Future

Course summation and future planning

bg
9-12-72